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SCHOOL VISITORS AND TEACHERS.

THE relation which these two classes sustain to each other, and to the schools under their supervision and instruction, renders it very desirable that they labor understandingly and harmoniously,—otherwise the ends aimed at will not be secured. We have sometimes felt that there was not a true appreciation of mutual duties and rights, and even, in some cases, we have thought the influence and movements of one party was almost in direct opposition to those of the other. But as surely as a "house divided against itself will fall," just so surely will the labors of visitors and teachers fail of accomplishing the good they ought, if the two parties entertain and manifest distrustful or unfriendly feelings towards each other. We propose to offer a few hints on the rights and duties of visitors and teachers.

The law makes it the duty of school-visitors to examine candidates for the teacher's office, with the view of ascertaining the extent of their qualifications.

They are thus placed as sentinels at the very gateway to

the instructor's office. It is their duty to prevent the entrance of unqualified persons. They have a right,—and it is their bounden duty,—to demand of all who seek entrance, evidence of their fitness. This right and duty they should regard with rigid exactness, though with the utmost courtesy and kindness. Neither relationship, friendly feeling, nor sympathy for those wishing employment, should influence them to give the "pass-word" to an undeserving applicant. Here, at the very outset, it is the duty of school visitors to be firm, decided and just; for if, from any lack of watchfulness or fidelity, they allow a single unworthy person to enter through the gate, the results may be sadly and lastingly disastrous.

But when this important initiatory duty has been properly performed, school visitors, while they still continue as supervisors of the schools, should also strive to be true friends to the teachers and afford them all the aid and encouragement within their power. They have under their oversight the general interests of the schools. As friends and guardians of the youth, it is their duty to see that the teachers discharge their appropriate duties with fidelity and promptness,—and to see that any who prove truly incompetent or unworthy, are speedily and quietly allowed, or required, to withdraw. By this, it is not implied that a school visitor is to be an autocrat or dictator. The teacher has rights and claims which are entitled to respect and consideration. To him the visitor is bound to be a friend and adviser,—no less than a supervisor. In virtue of his office, so long as he retains it, the instructor is entitled to the highest respect and the most courteous and deferential treatment. While it is the right and duty of visitors to decide upon the general course of study and arrangements for the schools, we do not believe it to be either their right or duty to interfere with the details of the school-room. If the teacher has been selected with proper care, he is to be left to make his own plans and to execute them, and when he actually shows an inability to do these properly he at the same time gives proof of his

unfitness for the duties intrusted to him, and his removal should be secured.

There is, in some instances, on the part of school officials, an over officious meddlesomeness with the details of the school-room, and ordinarily this is in proportion to their real unfitness for the office they hold. We are free to confess that we have no sympathy for those who never taught school a year in their lives, and who could not teach a *good* school if it were to "save their lives," and who, when elected on a school board, at once enter upon a course of change and dictation in the internal management and arrangements of the school-room. Such individuals appear to look with a sort of disdain upon the teachers under them, and to treat them as the merest hirelings. Treatment like this will invariably result in harm to the schools. We say, unhesitatingly, the teacher should be the chief person and the manager in the school-room, and the visitor should sustain, encourage and aid him;—not frown upon him and treat him with distrust. We once knew a man who could do a great many things. He was a sort of "Jack at many trades," and not over successful at any one. For more than a score of years he had not entered a school-room,—but "all of a sudden" he was appointed to the oversight of the schools. In less than twenty-four hours he discovered, or thought he did,—that his predecessors had done nothing right; that the teachers were a set of lazy, inefficient menials, and that the schools were in a ruinous way. He at once sought to change everything, and his movements were so unreasonable that he at once secured the disrespect of the teachers, and in a few weeks he had no more influence in the schools or with the teachers than an entire stranger would have had;—and he soon retired from his post with feelings of disgust, saying he considered teachers a very difficult class to manage. He reminded us of an incident that came under our observation a few years ago. An Irishman was standing near a locomotive which was "fired up," and in readiness "to take the track." He was telling his companions how "aisy" it was to manage that "auld horse." He'd like to shew them how *he* could drive. An opportu-

nity soon offered and was improved. The engineer left for a few minutes, when the Hibernian jumped upon the engine to exhibit his wonderful skill in the driving business. He pushed, or pulled, a bar,—when away went the iron bucephalus,—but crab-like,—backwards,—for matters were reversed, and though at the top of his voice Patrick shouted “whoa,”—the old horse kept his backward course until he went from the track into the “mud and mire,” driver and all. Patrick returned to his associates declaring that it was the ugliest and “*contraryriest*” baste he had ever seen,—though he did not bate a particle from his own driving powers. Just so is it with some school officials. Whatever they take control of will be sure to move backward. We would, however, consider these as rare exceptions. Most of the men who serve as visitors have the good of schools at heart, and do what they can for their improvement,—far more than the community has any right to expect under the circumstances. As a general thing, school visitors are kind, considerate and encouraging,—true friends to the teachers. But we do, occasionally, hear of one who is in no true sense a friend to teachers or schools, and it is this that prompts us to give our views, hoping to awaken such attention to the subject as will result in the election of the right men for the office.

School visitors and teachers should coöperate with each other. Each may do something to encourage the other,—each something to make the duties of the other more pleasant. Good school visitors will do much to make good teachers, and, on the other hand, good teachers will do much to make good school visitors. While, then, we contend that visitors are under obligations to treat teachers with the utmost kindness and respect,—in seeking to aid and encourage them,—we at the same time say that teachers should not forget that they are bound to respect school visitors. In some particulars, the visitor is to the school what the merchant is to the ship which he is fitting out for a voyage. There are certain rights and duties which the merchant has which are paramount to those of the captain of the ship. In the matter of outfit and time of sailing, the owner may direct and

decide. But when it comes to the actual working and sailing of the ship, it is for the captain to direct the courses and to take the entire management, and so long as he holds his office, no one can dictate to him. The merchant or owner may tell him *where* to go, but not *how* to sail the ship. In this the captain is the responsible agent and he must direct and guide. So in the school-room, the teacher must be the commander and director. Visitors may make suggestions and propose advisory measures, but it is not for them to command *how* the teacher shall teach and govern. He was placed in the school-room for the express purpose of governing and teaching the school, and no one has any right to interfere with his plans and arrangements, so long as they are reasonable and just. If visitors notice any real errors in teaching or governing, they should, in a private and kindly manner, call attention to them, and if these errors remain long uncorrected, they may afford proof of the teacher's unfitness and call for his removal. But so long as he is continued in office, let him receive support and encouragement. Whenever we find a community in which there is a want of kindly feeling and friendly coöperation between school visitors and teachers, we shall also find that the schools are not as efficient and useful as they should be.

THE OBJECT OF EDUCATION.*

CONTINUED.

No man can be induced to study and to exercise his intellectual powers in a healthy and vigorous way, unless he devoutly believes that objective truth is attainable by man. A story is told of a benevolent Quaker who hired a man asking for work to move a pile of stones, which he did not care to have moved, and on the man asking for more work, the Friend hired him to move the stones back to their original position, which the poor fellow gladly did, and received

* By Rev. Thomas Hill.

his wages thankfully. Now it is evident, that, if this story be true, the man out of employment was not of Yankee birth, else he never would have been willing to move the stones back again. No true American, with the spirit of manhood in him, could be hired to do work, that is absolutely useless when finished. A young man, whose intellectual powers are worth cultivating, can not be willing to cultivate them by pursuing phantoms,—he may be willing to pursue trifles at times for relaxation, for this is evidently a part of the divine plan of life, that we should have our recreations as well as our tasks,—but he can not make it his business, for seven years or more, to study what he does not believe to be absolutely true, and worth learning. Nor can he so insult the majesty of Truth as to doubt that there is a scheme of truth laid before us by our beneficent Father for our study, and for the reward of our labor, which is attainable by man, and towards a knowledge of which it is the duty of every man to struggle with life-long zeal.

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The second part of our inward nature is the emotional. The feelings need a culture as truly as the mind. Feeling, or emotion, is the natural transition between thought and will, and is as truly a component of every moment of consciousness as either perception or volition. If we make the pupil's happiness one of the objects which we are endeavoring to accomplish, it is evident that happiness is directly composed of emotions, and the proper development of this part of the soul is the most important of all the ends at which we can aim. If we wish to fit him for usefulness, we must remember that his actions will depend, to a very large extent, upon the temper of his heart, his state of feeling, and that therefore no man can be useful if he is æsthetically and ethically depraved in taste and feeling. If we wish him to fulfil the gracious purposes of his Creator, then also it is manifest that he must be trained to a correct appreciation of the gifts of God's love, and have his heart attuned to the harmonies of creation.

Our feelings are as diversified as the objects with which

we are put in relation; and a complete education from childhood should watch over all the appetites, passions, tastes, and tempers which the child displays, or fails to display.

The worst deficiencies of our school and collegiate education in these respects have been, perhaps, the omission of any direct cultivation of a taste for the beautiful, melodious, and harmonious in nature and in art, and the omission of a direct culture of high moral and religious sentiments. Partial attempts have been made to remedy these deficiencies, and I hope that still better remedies will be devised. Drawing has been introduced into many public schools, and, more sparingly, botany. These should be so used as to train the eye to observe natural beauty. One faithful attempt to draw from a beautiful natural object will so fix its outline in the mind, and so forcibly draw attention to the particular points of its beauty, as to cause a new appreciation of that class of objects for years afterward. Let the student take, for example, a single twig of any green branch, and attempt to copy its outlines on the blackboard; and if he labor faithfully and patiently at it, even if he do not succeed, he will henceforward always feel, more deeply than before, the gracefulness of the forms of leaves, and of their disposition about the parent stem. I have already alluded, in speaking of bodily exercise, to the numberless charms which a beneficent Father has spread over the face of nature, wherewith he would lure us from an earthly and groveling life, and lead us into brighter paths. But those charms shine in vain for a man who closes his eyes and ears and heart to their influence;—in vain also for him who, without deliberate sin, has, from the bias of early education, learned to think flowers and music as only fitted for the gay and frivolous, without mission or meaning to the adult, serious man.

Both in music and in the imitative arts, I consider it also indispensable to the best culture, that we should learn to analyze the æsthetic expression, and be taught to judge of the value of a work by the conformity of its expression to that required by the subject. The statue or the painting which deserves our highest praise must not only be graceful

and beautiful, but it should utter without need of words, the story it would embody, and the emotions of the actors. The music which is really of merit, is not only melodious and harmonious, but expressive of certain sentiments, and these should be appropriate to the occasion. How often in the churches of Christendom we hear the words of sacred Scripture or the hymns of the saints sung to tunes so ludicrously inappropriate that it seems like a contempt of holy things to listen to it! I have heard penitential hymns sung to a triumphal march, and words of solemn self-searching to the music of a joyous hymn of praise,—while on the other hand, I have heard a jubilant Easter hymn sung to that sweetly plaintive air known as Pleyel's hymn. Surely such incongruity between the music and its occasion destroys all the effects which the music was designed to produce, and renders its performance wholly worthless.

There is a prevalent impression that music, and the fine arts in general, tend to produce effeminacy of character, and that if education embraces these departments it will have the effect, so far as it goes, of destroying that strength, energy, courage, and love of freedom, which are so essential to national prosperity; but it is evident to one who considers the subject fairly, that this is a hasty inference from facts that bear a different interpretation. The effect which devotion to the fine arts has in enervating the character, does not, I am persuaded, arise from any effect of the study itself, but from the neglect of other topics of thought, arising from giving a disproportionate time to art. If the love of beauty and an ear for harmony were cultivated only in fitting proportion to the cultivation in other departments, then so far from enervating the man, they will add depth and intensity to some of those higher emotions and sentiments which lie at the foundation of a noble and manly character.

Of course, I need not enter into any argument, however brief, to show the necessity of cultivating aright the social and moral feelings, and the religious sense. The absurdity of those who, like a very learned living English historian, place the intellectual above the moral man, is so great that

this historian is himself forced to be inconsistent, for he sometimes speaks of the moral force of the people having accomplished what he elsewhere attributes solely to the advancement of science. His errors arise from the constant assumption, that only one interpretation of the facts of history is impossible;—the moment that he has suggested an interpretation, he appears to think his inferences are as certain as the facts themselves from which they are drawn; forgetting that facts are interpreted by each man according to his state of mind and to his views of philosophy.

It can not, I think, be doubted, that, in a philosophical point of view, the feelings are higher than the intellectual convictions. Mere thought is of no worth except as it arouses feeling, and as that feeling leads to desire and to will. The intellectual training given to a young man simply furnishes him with the rules and instruments of action. Whether he use them well or ill, nay, whether he use them at all or not, depends altogether on his heart, on the moral tone and purpose of his life. If he be indolent and selfish, he will do little or nothing; if zealous in wickedness, he will do much mischief; and it is only if he be of good heart and steadfast purpose that he will use his acquired knowledge and wisdom to the benefit of his fellow-men. Here, therefore, is the more important part of education, never to be lost sight of by parents or teachers, that the heart is to be kept with all diligence, for out of it are the issues of life. A heart consecrated from early childhood to the love of God, and filled in manhood with charity toward men, is the only fountain of glorious deeds.

MAKE YOURSELF WORTH MORE.

THERE is an instructive story told by T. S. Arthur of two clerks, employed in the same store, and at the same salary. One was constantly grumbling at the compensation received, and was very negligent of his duties, alleging that his pay was not enough to encourage him to do well. Let him only

receive a larger compensation, and he would be active and diligent. His wiser companion reasoned that the best way to get a higher salary would be to earn so well the one actually received, and do so well the work required, that his employer should feel that he could not possibly spare so valuable a helper. The result proved the wisdom of his reasoning. The diligent worker was promoted—the idle one lost his situation.

There are many teachers who are teaching simply for the money, with no higher aim than to earn a living thereby. There is another class who have a strong desire to do good in their vocation, and who love their work, but still so much need their salaries for their support, that increased pay is always a highly interesting subject to them. But many teachers who teach for money only, get less pay than they would expect to receive in other occupations, and many who are conscious of faithful and conscientious endeavors, find that success does not follow their efforts to obtain increased pay. Districts in which they have labored long, feel unwilling to increase their wages, and seem rather inclined to keep them at starving point.

Now the same advice will serve for both classes of teachers. If you want more pay, make yourselves *worth more*. In proportion to your actual market value, will be the wages you receive. Not that your pay will rise as soon as you obtain and apply a valuable idea—not that you may not be sometimes disappointed of getting a desirable situation, but there is a demand for *good* teachers, and the supply is not above the demand. As Webster once said of the legal profession, "There is room enough above, but they are terribly crowded down below." If you wish to rise to the height of your profession, you must work constantly for self-improvement. You must neglect no means of self-improvement. You must read educational Journals to find out what is doing in education elsewhere. You must know what improvements are made in teaching, and be ready to adopt them. You must attend teachers' meetings, communicate freely with your fellow teachers, and interest yourself largely

in their work. Above all, you must know what you are pretending to teach. You must have more than one lesson in advance of your pupils. You must not try to teach Geography with your finger on the map, and be unable to correct a mistake without going to the book. You must be able to teach Arithmetic without a key, or a parcel of note books obtained from some predecessor in some table drawer. You must be able to spell without going to a dictionary for ordinary words, and use good English while pretending to teach that language. And if you are correctly informed in all these things, you have additional duties. Your mind must be cultivated in view to its own improvement. Nothing more enervates mental vigor than habitual dealing with inferior minds, or rather with undeveloped minds. Teachers become weary of their business because they take little interest in their own mental improvement. Their own elasticity of mind is gone, not because *drudgery* has impaired its power, but from natural indolence, indifference or neglect. Constantly study some science, or read some books which are books, especially such books as pertain to your legitimate business. Study to be accurate in every thing and to have your ideas in compact form. Study also to express your ideas in language which a child can comprehend. You may often fail to instruct, because your language is above the power of comprehension possessed by your audience. Your manners, your personal appearance, your choice of company out of school, every thing, in short, which tends to form your character, tends to make your services worth more or less to those who employ you.

Teachers' wages are low enough, but if we examine our common schools we shall find that most teachers get all they earn. They are worth little because they never tried to be worth much. They can not take a Teacher's Journal, because they could not afford it. They can not write for one—they are not used to composing. They can not go to teachers' meetings, or Institutes, that takes time and money. They can not own the books which will give them solid learning, their wages require them to economize. There is a plausibility in this reasoning, but it is short sighted. A man

must serve his apprenticeship to any trade, and during his first few months or years, must give his time in order to secure his trade. Those who stint themselves in means of self-improvement save a few dollars at the outset, but lose the chance of going up higher. It is a false economy, sure to end in mediocrity or inferiority.

The movement recently made in Massachusetts leads us to hope that teaching may become a regular profession, and that we may have licensed teachers as well as licensed preachers. Let this occur, and the salaries of teachers will be sure to rise, for a more thorough education of teachers would lead them to value their services higher. It would keep out the ignorant and the undeserving, who get schools by underbidding, and degrade the profession by their incapacity. There must be a vast improvement in public sentiment, before such a movement could be properly appreciated; but teachers ought to be in the van of public sentiment on such matters and it is their duty to lead the way.—*New Hampshire Journal of Education*.

ARITHMETIC.

I AM desirous of holding up to the light, the folly which some of our teachers perpetrate in their school-rooms and call it arithmetic. Quite as much need exists of a revolution in the methods of teaching this science used in our texts, as in any other department of education which may demand the attention of reformers. We are not as good mathematicians as our fathers. Our systems tend to superficiality. Teachers now affect to despise the easy simplicity of Daboll; and it is well: yet we who use the improved and complicated Greenleaf, or the voluminous Eaton, are graduated with far less mathematical ability, than the diligent student of the older treatises. The cause of this defect lies primarily in the method we pursue, and secondarily in the mistaken system

of the texts themselves. Clearly then, the attention of educators is called to a reform in this important branch of school study.

(I.) As we now pursue the study, Mathematics is of but little use as a discipliner.

"I would consider myself insulted," said a former Superintendent of Schools, "if an author should give me a large text from which to teach;" and yet our books for beginners grow with the burden of explanation, suggestion, note, rule, and answer! If we study the idea of the child, as he takes slate, pencil, and book, and attempts to engineer his way from data to answer, we are astonished at the purely mechanical process which his mind has seized upon. With him it becomes, in the order of importance, slate, pencil and book, and not the reverse:—the book is of the least consequence in the whole machinery, and he is right. We can not doubt but that such a method is actually worse than to leave the mind uneducated, and let experience in after years teach it figures. It fills the mind with a kind of dismal dissatisfaction, a dislike of the study, and may effectually ruin all self-confidence.

This possibility is terrible. Teachers, we dare not knowingly run the risk. Nay, but I show you a more excellent way.

(II.) Mathematics to be a discipliner, must be studied with the unaided powers of mind, and must be taught systematically, and thoroughly.

It must be taught thoroughly, for the mind can not be content, nor improve its powers if it seeks not for the principles. In the elucidation of these principles our texts excel; indeed, they excel *too much*, for they give the pupil more than sufficient assistance.

It must be taught systematically; in this excellence, our arithmetics are unexceptionable.

It must be studied with the unaided powers of mind, for its dealings are with mind, and not with paper and slate;—and here do our texts and our methods entirely fail.

We have committed a great mistake in leaving too much the mental arithmetic system. It conveys an inconsistency, to speak of arithmetic as anything else, than as an abstract

science which deals alone with the mental powers. Yet it has been dragged from its empire in the mind, dressed in swaddling clothes, placed like an automaton before a music box, dignified with the effete cognomen of Written, and made to turn the crank of the caprice of the chuckling school-boy, who thus gets his lazy efforts rewarded by that golden thing—the answer. It becomes to him a mere machine for grinding out results. When we shall enthrone it again king of all the mental disciplines, and establish an arithmetical system purely mental, we may hope for men again. This, then, has been our error:—we have not in our texts and in our methods of teaching, aimed at making the exercise purely mental.

How are we to retrieve our error?

I say, first, unhesitatingly, by banishing our texts from the school-room. Until the child reaches the age when we commonly graduate him from arithmetic to algebra, he had best not use a slate, or learn a rule save the tables; indeed it is not necessary that he should be acquainted with the written methods of notation, although it will be scarcely possible to prevent his acquaintance with such things incidentally.

I would see a treatise prepared as simple, as thorough and as systematic as Colburn's, and far more severe both in the abstractions and complication, as well as the extent, to which the work should be carried.

I would exclude from it nothing which is included in our written works; but I would not see the principle mutilated by notes or explanations of any kind. I would see torn away these dwarfing appendages, and let the principle stand forth as simple and as plain as it can be *induced* by carefully prepared examples.

From addition to cube-root, I would see every process exhibited and every principle induced. The pupil should study these examples until he apprehends every principle, and this too, without a verbal help.

When we pursue such a system, we may feast our minds on the wide antitheses between the student who there studies,

and him who "goes through" the written arithmetic as we now study it.

Here I will pause to answer some inquiries that arise, and let us consider if they become objections.

Would it be best to thrust a child into the world with an abstract knowledge of the principles of mathematics, and no information on written arithmetic? By no means, and yet if he must go into the world, at this period in life, I should bid him God-speed with a stouter heart, if I had disciplined his mind with these principles, than filled it with notes, explanations and rules. I affirm that a child with a knowledge of the principles of the science, would do far better in the world than he who had been instructed in the other method.

The statement may be made, that an acquaintance with the different processes of arithmetic, are necessary to fit the mind for the business of life. I reply: Is it not the complaint of employers, clerks and teachers themselves, that book-keeping as taught in our schools is of mere nominal consequence? We make a far abler and more accurate accountant when we instruct him in principles, and drill him in expedition and accuracy in figures, than when we load him with the technicalities of partnership, profit and loss, duties, assessment of taxes. Not that we should leave these untaught, but taught later.

In another article I shall continue farther on this subject and deal with another error in our system of instruction.

TWENTY-ONE FIFTY-SIX.

KIND MANNERS.—A STORY FOR YOUTH.

"Will you lend me your knife to sharpen my pencil, George, asked little Mary Green of her brother, who was sitting at the opposite side of the table.

George drew the knife from his pocket and pushed it rudely toward her, saying, at the time, "Now don't cut your fingers off."

The knife fell upon the floor, and as it was evening it took Mary some minutes to find it, and her brother made no offer of assistance. He was studying a geography lesson for the next day, and seemed to be very much engaged with it. At length he closed his book exclaiming,

"Well, I am glad that lesson is learned."

"And now will you please to show me how to do this sum, before you begin to study again," said Mary, who had been for some time puzzling over a sum in subtraction, which appeared to her very difficult.

"You are big enough to do your own sums, I should think, Miss Mary," was the answer.

"But let me see. What! this simple question. You must be stupid, if you can not do that. However, I suppose I must help you. Give me the pencil."

The sum was soon explained, quite to Mary's satisfaction, and several hints were given her as to those which followed, which prevented her meeting with further difficulty. Her brother did not mean to be unkind. He loved to help her. It was only his manner which seemed harsh and cross. Presently his mother took her sewing and sat down at the table where the children were studying. George wished for the large dictionary which was in the book-case at the farther end of the room, and he took the lamp and went to look for it, leaving his mother and sister to sit in darkness until his return.

"That is impolite, George," said his mother; "there is another lamp upon the mantelpiece which you can light, if you wish to use one."

George made no reply, but instantly replaced the lamp and lighted another. After finding the dictionary, he returned to his seat and hastily blew out the lamp; instead of placing the extinguisher over the flame. The disagreeable smell of the oil filled the room, and his father, who was sitting near, reading the newspaper, looked up and said,

"You are impolite again my son. Have you not often been told that it is not good manners to blow out a lamp in that way?"

"I can not always think about manners," replied George, rudely.

"And yet they are of great consequence, George. A person whose intentions are really good, and who desires to be of use to his fellow-beings, may impair his usefulness very much by harsh and unkind manners."

"If we do what is right, father, I should not think it much matter *how* we did it."

"You are mistaken, George. It makes a vast difference in the amount of good we perform. I will tell you of a little instance which will show the truth of this. I visited this morning a very poor woman in the neighborhood. My means did not enable me to do a great deal for her relief, but for the little which I gave her she appeared deeply grateful. Finding that she had formerly been employed as a washer-woman by a gentleman whose office is near mine, and whom I knew to be wealthy and benevolent, I asked why she did not apply to him for some relief. The tears came in her eyes as she replied, "Indeed, sir, I know the gentleman is very kind, and has helped me before this when things went hard; but, really, I would rather suffer than go to him; he has such a harsh way of speaking to a poor body. A kind word is a good thing, sir; it comforts the troubled heart. A penny from some is worth a dollar from others."—*The Little Truth Teller.*

PROGRAMME FOR DRAWING.

[The subject of Drawing, as yet, hardly begins to receive the attention which its true importance demands. A knowledge of the principles of this art will be found exceedingly useful in all departments, and an ability to apply these principles to practical use will prove almost invaluable in some instances. We would call the attention of our readers to the following judicious hints from Prof. Bail, who is doing much to secure more attention to his favorite science. His suggestions will be found of a truly practical nature.—*RES. ED.*]

THERE are several imperative reasons why drawing should be taught from the blackboard, the most important of which

is, that it deprives the pupils of the means of mechanical measurement from the patterns. All instruments for the purpose of measurement must be excluded. The pupil is required to produce the same figure on a different scale and preserve the same proportions, that the eye and taste may be improved by intelligent comparison of its different parts.

For children from eight to ten years, teaching the elementary parallel straight lines, in different positions and at equal distances, of not less than six to eight inches in length, during the same exercise, showing and explaining to the pupil what is the length of one, two, three, four, &c., inches, also of a foot and more; in this way the eye of the pupil will soon measure the size of everything he sees; this is to teach him how to see correctly, and is very practical. With the straight lines, let the pupil form the right, acute, and obtuse angles, the triangles, and last the square. The pupil has taken a vast step when he can draw a correct square by the eye. He should then be taught to draw from the *cube*, and also from other prismatic figures placed before them in the simplest position; the rules of the perspective to be explained, he should also draw tables, books and any natural object composed of straight lines.

Next step advance to the *curve* lines, then make simple figures of the same curves; as leaves, &c., following the same particular rules as in the straight lines.

Next draw the *ellipses*, and when thoroughly mastered, draw simple figures which are composed of the ellipses and curve lines; as vases, &c. .

Next step, advance to the *circle*, and if mastered, draw the *scroll*, and when able to draw these correctly, in size not less than five to six inches diameter, you will be prepared to advance to simple symmetrical ornaments, both from plaster and from the blackboard.

Children from ten to twelve years may commence with geometrical definitions and geometrical drawings with the use of the compasses,* constructing the angles, erecting per-

* It may be well to show to the pupils how to whittle a simple pair of compasses of wood, and so save the expense of buying the instrument.

pendiculars, dividing, drawing the geometrical figures, triangles, quarter-angles, polygons, &c., simple practical lessons in perspective, and map drawing.

Ornamental drawing should be continued, only somewhat more complicated; for the study of outlines, they should be symmetrical figures, that is, both sides should be alike, it being the most critical training for the eye, the slightest inaccuracy being at once detected; all the figures should be analyzed and resolved into their elementary lines, as a word is resolved into the letters of which it is composed; the anatomy of a drawing, thus taken to pieces and put together again, becomes so fixed in the mind of the pupil that a perfect understanding of the principles of drawing can not fail to be the result. By these means every pupil learns, while by mechanical copying, the pupil without talent makes no proficiency at all. In drawing from plaster models, the same explanation is given.

After having drawn the figure, both from plaster and black-board, understandingly, the *patterns* should be removed, and the pupils should be required to draw the same from *memory*; thus he retains the forms in his mind, he is prepared to use the different parts of the figure in other combinations, and becomes not a mere *copyist*, but a *designer*. (We can never teach designing unless the pupil has some ideas already in his mind to use in new combinations.) Pupils frequently draw for years, without being able to produce a figure mentally; and this alone is what we want, independent mental operations, to enable one without patterns to make new combinations.

The drawing should first be studied and understood; next, it should be fixed upon the memory; it should be taught as a mental acquisition, not a mere outside exercise for the fingers; talent is discovered by a happy combination of the elements.

Modeling of simple ornaments in clay or wax can also be commenced.

Pupils from twelve to fourteen years, should be taught geometry, with reference to mensuration and surveying; also,

descriptive geometry, shades and shadows, with a view to architectural and machine drawing; for these latter a few models are required. The five orders in architecture, the architectural terms, &c., also linear Perspective in simple short lectures with aid of the blackboard.

Isometrical drawing, for this is one of the most useful departments for all mechanical trades, as the workman can take every measure from such drawings, and it is in the same time a kind of Perspective.

All the lessons which require the aid of mathematical instruments should also be taught from the blackboard; first and last it saves a text-book; the pupil should have a blank book neatly prepared in which to make his geometrical drawings, and write the explanations; *all his drawings* should be thus prepared for the future use of the pupil and examination by the *visitor*. A pupil will really learn more from the blackboard in half an hour than from the text-book in a day, thus saving much time. As the pupil acquires more power of combining and analyzing more complicated figures, shading may be taught both from plaster models and good patterns. If shading is taught too soon, it is a great loss, as the time can be more profitably employed in outline drawing.

Ornamental designing should now be commenced, and the different styles of ornaments must now be explained.

If the pupil pursues other than mechanical occupations, he may now draw the human head and figure, and when prepared, draw both from plaster; also, landscape drawing may be taught. He will, with his previous preparations, be able to do something which is valuable; he may also learn to draw on stone.

Modeling on a more extensive scale should be taught.

If the pupil enters a High School, architectural, machine, and all kinds of mechanical drawing should be pursued with reference to the different occupations in every-day life; also, designing.

ANALYSIS OF THE PREPOSITION.

ARTICLE II.

As stated in our former article, either factor of the preposition may be modified. The manner of modifying each will be separately considered.

The idea expressed by the simple subject may be modified by various attributive adjuncts, having either limiting or qualifying effects. This adjunct or modifier, when a single word, is commonly some sort of adjective or a noun in the possessive case. When composed of more than one word, it generally becomes an attributive clause or phrase. As before stated, the predicate is affirmed of the modified subject.

The factors of the attribute, whether one word or more, may be modified in a manner to be referred to hereafter.

The copula may be modified to express the various relations of number, person, time and manner.

This is usually effected by the use of inflections and auxiliaries, giving rise to the grammatical forms of number, person, tense and mode. In addition to the forms, usually found in our tables of conjugation, words, clauses or phrases may be used to express the various modifications of meaning in respect to time and manner. These are ordinarily called adverbial adjuncts, as are certain others, used to express the relation of the place, &c.

When the predicate is an active transitive verb, an object of action is required to complete the meaning of the verb. This may be a noun (or a pronoun) in the objective case, or a phrase or clause.

When the predicate is a substantive, it may be modified by an attributive, as the subject. Any substantive may be modified in like manner.

An adjective may be modified by various adjuncts expressing degree, &c.

Several adjuncts may modify the same word, and an adjunct may itself be modified. Thus, "a much more studious

scholar." The word *studious* is modified by the two words "more" and "much."

Words may be divided into two classes, those which express ideas and those which express relations of ideas or thoughts to each other. Of the former class are substantives, adjectives, verbs, (including participles,) and adverbs; of the latter, prepositions and conjunctions. Ideas are of two kinds, ideas of existence and ideas of activities. The former are expressed by substantives, or words used as such, and are modified by attributives. The latter are expressed by verbs, adjectives and adverbs. These may be modified by various objects of action, relation, manner, time, degree, place, &c. This principle governs in the use of modifiers. Some ideas are thus capable of but a single modification and others of modifications to an almost unlimited extent.

Relations of ideas to each other, and of thoughts also, are expressed by prepositions and conjunctions. The greater part of the prepositions express situation and direction. Conjunctions express coördination or subordination, &c.

In the above article it has not been the aim of the writer to exhaust the subject, but, to bring before the reader some ideas which may be useful, and to create an interest in the philosophical study of our own language. Many points have been passed over, especieially in relation to the modification of ideas of activity and of relation of ideas and thoughts to the speaker. To such as feel desirous of pursuing the study of analysis, the writer would recommend that excellent work "*Philological Studies*," by Prof. Gibbs, of New Haven, as a most efficient and *reliable* aid.

[In an article in the May number, page 146, line 13, "Our" should be "An"]

For the Common School Journal.

AT EVEN TIDE.

COLD rain drops fall from the fresh green leaves ; the dandelions, so bright in yesterday's sunshine, have hidden their broad faces ; pansies bend heavily their eyes brimful of tears ; the white apple blossoms have drifted slowly down, and lie withered on the quivering grass beneath, where blue violets shiver and shrink closer to the earth.

Dark and dull shuts in the evening. Sewing is laid aside, the piano has sounded forth the grand solemn thoughts of Mozart and Bethoven, and mingled its tones with words of earnest meaning.

Now, with slow and soft footsteps, comes Memory, my friend. She takes my hand in hers, and looks into my eyes with sad dreamy gaze. With her I wander back through old, familiar ways. We roam through childhood's sunny meadows, where yellow butterflies flit among clover and daises and butter-cups. We climb again the green heights of Youth's fairy land, on whose glory-crowned summit Hope spreads her golden wings, and beckons upward. We tread once more the plain, where busy workers cast in seed, often watering it with tears, yet trusting in the sure promise, that hereafter they shall gather in the ripened sheaves with exceeding joy. We stand under the spreading tree whose branches shadow the home-roof, and look, as of old, on encircling hills, and the crooked, swift-flowing river. We enter these portals, and feel the pressure of a father's hand, the warmth of a mother's kiss.

By and by this dear friend places in my hand various packages, containing the treasures which we have gathered from these various scenes. Here are some labelled "Home Pleasures," "Early Friends," "Nature's Teachings," "Art's Delights," "School Mementoes," "Heart Treasures." Below these lie "First Griefs," "Vanished Dreams," "Unfulfilled Resolves," "Vain Regrets," "Sin's Bitter Fruits ;"—but I shrink from these, and half unconsciously open the one on which Memory's hand has traced "*School Mementoes.*"

Here are stores which the heart counts precious indeed, since no more may soon be added to this group: Here are songs, simple, gleeful airs, that rung out from the lips of children most joyously! Wonderful tales from History, and complicated puzzles from Arithmetic! Pewter medals and gorgeously tinted "Rewards of Merit!"

Now come blotted writing-books, Latin exercises laboriously translated, and "compositions" with corrections very freely interspersed. Ah! here is a dull garnet, still imbedded in a small portion of the rock from which it was taken! *That* was found, long before the facts in the little red notebook on Geology, yonder, were collected. I brought it home from a long ramble with a dear teacher, who now walks in Paradise, and wears the jewelled crown of a glorified saint!

This favorite poem was copied by the hand of one whose calm, sweet face shed light for years, from the teacher's platform in a large hall crowded with youthful students. This dry daisy nodded in the breeze, one day in August, 18—, when a group of twenty-four gathered around a valued instructor, on the hill-top, as he pointed out the peculiar formation of the hills and valleys in view. This wrinkled page bears the parting pledge of that group, given when we separated, full of earnest aims and enthusiastic hopes. Then, those who had been taught became teachers, and we who had gathered around one common Alma Mater, became each the center of a band of little ones. When we went occasionally, and clasped friendly hands, we said, half sadly, half resolutely, "Our school days are over, we must work now, as becomes true men and women!"

And now my eyes rest on maps, rudely drawn, or more correctly finished; on the rough-cut edges and awkward folds of a note begging "forgiveness for being naughty in school;" and promising "never to do so any more." Bound with them is a letter in which a gold ring was inclosed "as a testimonial from grateful, loving pupils." With them are book-marks, books, and other remembrances, placed in my hands with sobs, at that time of parting from my little flock, when all past trials were forgotten, and my heart went out in

strong yearning toward those for whom I had labored through changing years.

Take it up tenderly!—this light curl bound with pure white ribbon! It once rested on little Hattie's beautiful brow! Oh! I knew not, when I looked daily into the loving face, and marked the sweet, gentle manner, or listened to the pleasant voice that joined in our songs, or returned the good-night kiss which she never forgot when school was done,—I knew not that God was giving me the precious charge of one so soon to be an angel! When the news came of that *first death* among my little ones, and I received the light curl from the bereaved mother, how near was I brought to Heaven! How could I but kneel, and thank God through my tears, and pray the blessed Jesus that He would take all my lambs into His arms, and “carry them in His bosom!”

J. G. E.

HOW VICTORIA TRAINS HER CHILDREN.

A primary regard is paid to moral and religious duties. They rise early, breakfast at eight, and dine at two. Their various occupations are allotted out with almost military exactness. One hour finds them engaged in the study of the ancient,—another, of the modern authors, their acquaintanceship with the languages being first founded on a thorough knowledge of their grammatical construction, and afterward familiarized and perfected by conversation. Next they are trained in those military exercises which give dignity and bearing. Another hour is agreeably filled up with the lighter accomplishments of music and dancing. Again the happy party assemble in the riding-school, where they may be seen deeply interested in the various evolutions of the *menage*. Thence, while drawing and the further exercise of music and the lighter accomplishments call off the attention of their sisters, the young princes proceed to busily engage themselves in a carpenter's shop, fitted up expressly for them at the wish of the royal consort, with a turning lathe and other

tools essential to a thorough knowledge of the craft. They thus become not only theoretically, but practically, acquainted with the useful arts of life. A small laboratory is occasionally brought into requisition at the instance also of their royal father, and the minds of the children are thus led from a contemplation of the curiosities of chemical science and the wonders of nature, to an inquiry into their causes. This done, the young carpenters and students throw down their saws and axes, unbuckle their philosophy, and shoulder their miniature percussion guns, which they handle with the dexterity of practised sportsmen, through the royal gardens. The evening meal, the preparation for the morning lessons, and brief religious instruction, close the day.—*Selected.*

LOCAL AND PERSONAL.

GUILFORD. We had the pleasure of visiting six schools of this town in company with the acting visitor, H. Fowler, Esq., and another member of the Board, R. H. Stone, Esq. The schools we visited were all mixed schools, with pupils from the primary classes to the higher classes taught in the common schools in this part of the town. They were as well taught as district schools generally, but exhibited clearly the great loss of time resulting from a continuance of mixed schools, where graded schools can be introduced. We listened to the exercises of twenty-seven classes, numbering from one to ten pupils each, the average being four and a half. The greatest portion of these classes would have been as well instructed had there been twenty pupils in a class. Five of the six schools were within a radius of a mile, and could very conveniently be brought together and the pupils thoroughly classified. We had an opportunity of passing a short time in a private school of young children which appeared to be well taught, but we learned that there was no school for higher classes then in operation. The Guilford Institute, endowed by Mrs. Griffin, has been in a flourishing condition, and we presume will be wisely conducted and afford educational privileges for the older or advanced classes. It seems very desirable that some measures should be taken in this pleasant borough to systematize the schools

and afford a plan for the thorough education of all ages and classes on such terms as would make the schools accessible to all. We believe such a measure would add materially to the value of property and to the attractiveness of the place.

HARTFORD. We recently spent a short time in the school kept by Mr. Fillow. The number was not large, but the several rooms appeared in good order. A new and very convenient building has within a year been erected for the primary department. We were highly pleased with an exercise in reading, in the upper department. The pupils were thoroughly drilled. Mr. Fillow has been in this school nearly three years, and as proof that his services are appreciated, his salary has recently been increased to \$1,000.

HIGH SCHOOL. We learn that this school fully sustains its previous excellent reputation. It is one of the first class schools in all particulars. Drawing has recently been made one of the required studies in this school, and instruction is given by Prof. Bail. The numerous friends of Mr. Curtis will be glad to learn that his health is much improved.

Mr. FRANCIS MANLY, late of Thompsonville, has recently been appointed teacher of Mathematics in this school. Mr. Manly did an excellent work at Thompsonville, and we are pleased to learn that he is doing well in his present position.

MERIDEN. The graded school in this place has for several years been under the judicious management of J. C. HOWARD, Esq., its present efficient Principal. Mr. Howard has had a large and varied experience and possesses much of the spirit of the true teacher. We recently passed an hour very pleasantly in this school and were much gratified with what we saw.

CHANCELLOR BARNARD. This distinguished Educator has recently been on a visit to his Hartford home. Though somewhat exhausted by severe labor, we believe his general health is good. Mr. Barnard has already succeeded in awakening an educational spirit and feeling throughout the vast State which has been so fortunate as to secure his services. We would call attention to the notice of his Journal. We wish we could say something that would induce teachers and friends of education to examine this work. The several volumes contain an immense amount of information that will prove highly useful to the educator.

JOHN D. PHILBRICK has recently been re-elected Superintendent of the Boston Schools, by a vote that was very complimentary. He has been wonderfully successful in his judicious efforts to advance

the school interests of the city of Boston, and his numerous friends in this State will be gratified to know that his services are so well appreciated.

NEW HAVEN. The teachers of this city with a most commendable zeal and interest have held monthly meetings during the past year,—devoting a part of Saturday to this object. These meetings have been well attended. The last meeting for the year was held about a month ago,—at which a truly excellent and practical lecture on “Reading,” was given by Prof. Bailey, of New Haven.

BRIDGEPORT. Our friends in this beautiful city seem determined to improve and elevate their schools. They are about to erect a large and beautiful school edifice for the school under the charge of Mr. Strong. No man better deserves a good house, and we are glad to learn that his services are so well appreciated. In this connection we may add that the postponed meeting of the State Association will be held in Bridgeport in October. Particulars will be given in season.

CALIFORNIA. From a copy of the Sonora County Journal, we learn that Educational matters are progressing in this newly settled region. At Petaluma a new and well arranged school-house, with all the modern fixtures, was recently dedicated. It is intended for a school of three grades and will accommodate 366 pupils. The school was opened early in February last, under the charge of Mr. Theodore Bradley, formerly of this State. We wish our California co-laborers abundant success.

MISCELLANY.

BOOKS AND APPARATUS. Teacher! are you in want of reference books, school apparatus, globes, outline maps, or any of the articles for school use? If so, send or go to F. C. BROWNELL, 25 Howard street, New York, and have your wants supplied. Mr. Brownell knows what the teachers ought to have and he is perfectly willing to supply them on reasonable terms. We believe he keeps on hand every article used in the school room, with the exception of rattans,—and perhaps he could be induced to furnish these. If you really wish to know what he keeps and at what prices he sells, send four postage stamps and he will send you “The Educational Messenger” quarterly.

We learn that he has, or will soon have, a new patent ink well,

and it will be *well*, certainly, if he can give us something better than we now have. We imagine that the ink from these new wells will be very useful to "young composers." All they will have to do will be to dip the pen, think the thoughts, and then make the right motions in the right place, and the ink will do the rest. If you don't believe this is true, send for one of the new wells and try it.

SCHOOL FURNITURE. Our readers are particularly referred to the advertisement of Mr. Ross. Mr. R. was, we believe, the first man to make investments for the manufacture of improved School Furniture, and for many years he has devoted his entire attention to this department, sparing no pains or means, in his efforts to furnish superior articles. For comfort, beauty and durability, we believe his School Furniture is unsurpassed,—and as a pioneer in this department, he merits a liberal patronage. We, with great confidence, commend him to any who may be about to furnish school-houses.

MINNESOTA. We learn that a State Normal School for Minnesota has just been organized by the Board of Education, and that Prof. JOHN OGDEN, late of Cincinnati, has been elected Principal. Dr. FORD, of Winona,—at which place the school is located,—is Secretary of the Board, and in him the school will find an earnest and judicious friend. He went from this State, and is a man of the true spirit.

THE AMERICAN NORMAL SCHOOL AND NATIONAL TEACHERS' ASSOCIATION will hold a joint meeting in the city of Buffalo, commencing August 8th. Arrangements are being made to have this one of the largest and most important meetings of teachers ever held in this country. Individuals wishing to attend, may learn particulars of J. W. Bulkley, Esq., Brooklyn, N. Y.

NORMAL SCHOOL. We would call special attention to a notice of the coming Anniversary of this Institution. As the present senior class will constitute the tenth that has graduated, it is thought desirable to have a reunion of the past members of the school, and all graduates are especially invited to be present, as the occasion will be one of unusual interest to the friends of the school.

When Sir Walter Scott was at school, a boy in the same class was asked what part of speech *with* was. "A noun, sir," said the boy. "You young blockhead!" cried the pedagogue, "what example can you give of such a thing?" "I can tell you, sir," interrupted Scott: "You know there's a verse in the Bible which says—'they bound Sampson with *withs*.'"

STATE NORMAL SCHOOL—ANNIVERSARY EXERCISES. The annual examination of the Normal School at New Britain, will take place on Monday and Tuesday, 16th and 17th inst.

The closing exercises of the graduating class, and the presentation of diplomas, will take place on Wednesday, the 18th,—commencing at 2 o'clock, P. M.

On Sunday evening, 15th inst., the annual Sermon before the school will be preached by Rev. Mr. GOODEL, of New Britain. On Monday evening, DAVID N. CAMP, Principal of the School, will give the annual Address to the graduating class. On Tuesday evening the Hon. JOHN D. PHILBRICK, of Boston, will give an Oration, and F. S. JEWETT, Esq., of Hartford, a Poem, before the Barnard and Galaudet Societies, and on Wednesday, at 10½, A. M., E. D. BASSETT, Esq., of Philadelphia, will give the Address before the Association of Alumni.


AMERICAN INSTITUTE OF INSTRUCTION. The thirty-first annual meeting of the Association will be held in Boston, at the Tremont Temple, on the 21st, 22d and 23d days of August next. The Bostonians are making ample arrangements for the entertainment of persons from abroad, and are determined to do all that can be done, to render the meeting one of pleasure and profit to all who may attend.

Able lecturers have been secured, and subjects of importance will be discussed.

Particulars in regard to the exercises, and also railroad arrangements, &c., will be given in our next issue.

TEACHERS' MEETING. We stated in our June number that the meeting of the State Association would be held at New Haven, and we are so frequently asked why it was not held there that we feel it our duty to state the facts as we learn them. The Acting Visitor and teachers had expressed a strong desire to have the meeting in the city, and proffered the customary facilities and hospitalities,—but at a late day the teachers of the city were given to understand that they could not attend the meeting unless they would *make up the time* by continuing their schools during the sultry days of July. In other words, and in brief, this lack of encouragement on the part of the guardians of the schools was deemed a sufficient reason to the President of the Association to postpone the meeting. We give the above without note or comment.

TEACHERS' INSTITUTE. A few weeks ago a Teachers' Institute was held at Waltham, Mass., under the direction of the State Board of Education. The school Committee of Newton, entertaining the notion that whatever would improve and benefit their teachers would result in the improvement of their school, gave their forty teachers nearly a week for the express purpose of attending this Institute. We give this without note or comment.

 An answer to "An Acting School Visitor," and several articles from correspondents are necessarily crowded out of the present number. They will appear in due season.

STEWART'S STOVE. We would once more call attention to the advertisement of this stove. Having had one in use for six months, we do not hesitate to commend it as a stove of unsurpassed merit. It is entirely satisfactory and incomparably better than any stove we have ever before used.

CONNECTICUT ABROAD.—Many of our readers will feel interested in the following item which we clip from the Hartford Press. Mr. Gladwin is a graduate of the State Normal School, and his classmates will be particularly pleased to learn of his success.

The friends of Mr. GEORGE E. GLADWIN, lately engaged in teaching drawing in Hartford, will be pleased to hear how successfully he has been upholding the fame of old Connecticut in England. He went to London last August to pursue his studies in drawing, and in the competitive examinations of the Central Metropolitan School of Art at South Kensington, in March last, passed the best examination amongst a hundred and sixty pupils, receiving the rare mark of "excellent" for three out of four of his examination papers, local medals for all three of the drawings he sent in for competition, and national medals for two of them which were afterwards sent up to the national competition in May, at which great exhibition hundreds of works are presented from the eighty schools of art in the United Kingdom. Mr. Gladwin's success is complete; and his five medals, the examination prize, and a prize certificate entitling him to free instruction hereafter, constitute a most creditable group of honors. It is rare, indeed, for a Connecticut boy to come out "second best" when he tries.

SCHOOL VISITORS AND TEACHERS. In the leading article of this number, under the above head, we have briefly given our views of some of the duties of School Visitors in their official relation to

teachers. In our next, we shall endeavor to consider some of the duties of teachers, growing out of, and connected with, the office of School Visitor. If we offer any views, on either side, which are deemed heretical, we will gladly open our pages for a fair discussion of the subject. Our only wish is to have the correct relation, and the mutual duties and obligations growing out of that relation, fairly understood. The best good of our schools requires that a clear understanding and proper observance of appropriate duties and privileges should be well understood and properly regarded.

MAINE TEACHER. The Hon. Mr. WESTON, the newly appointed Superintendent of the Schools of Maine, has assumed the editorial charge of the *Maine Teacher*, and we hope the teachers of the State will cheerfully and promptly lend a helping hand. Mr. Weston has had an extensive experience as an instructor, and under his charge, we feel assured, the "*Teacher*" will richly merit the support of those for whose special good it was established.

THE EDUCATIONAL MONTHLY, published at Louisville, Ky., is a very welcome visitor. In the Resident Editor, E. A. HOLYOKE, Esq., we recognize one with whom we were accustomed to meet many years ago. We rejoice that he is devoting his energies to the cause of Education. The "*Monthly*" is one of the very best of the Educational Journals,—each number containing about fifty pages. The subscription price is \$2, and if any of our readers wish to take a Journal from the West, we call their attention to this as one from which they will be sure to receive a rich return for their investment.

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BOOK NOTICES.

SCHOOL DAYS OF EMINENT MEN. By JOHN TIMBS, F. S. A.

Follet, Foster & Co., of Columbus, Ohio, publish a very interesting work under the above title, being a re-print of a London book. It is a 12mo., of 303 pages, and contains a vast amount of information for teachers and students.

The first part consists of "Sketches of the Progress of Education in England from the reign of King Alfred to that of Queen Victoria." Part 2d treats of the "Early Lives of celebrated British Authors, Philosophers and Poets, Inventors and Discoverers, Divines, Heroes, Statesmen and Legislators." It is truly a valuable work for the teacher's library.

ANNUAL REPORT OF THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Our thanks are due to Mr. Philbrick for a copy of this able and interesting Report. It is a beautifully printed octavo of 310 pages, and contains a vast amount of information concerning the Boston schools. About fifty pages are occupied by the quarterly reports of the Superintendent, and these add greatly to the value of the volume. They are all eminently practical and pertinent,—and their circulation and perusal must prove highly beneficial. The cause of popular Education in the city of Boston was never before in so prosperous a condition.

BARNARD'S AMERICAN JOURNAL OF EDUCATION, No. XXI. June, 1860. Hartford. F. B. PERKINS.

The present number of this standard Journal contains, in the department of biography, three memoirs. The first is of JOHN GRISCOM, father of the well known physician and philanthropist, John H. Griscom, of New York, and perhaps now better known outside of New York, as the author of "A Year in Europe," than for the infinitely more valuable labors of a long and industrious life spent in instruction and in many benevolent efforts. The second is of THOMAS SHERWIN, one of those representative New England men, who commence life in poverty and obscurity, and rise by the upward gravitation of strong talents, and pure morals, and untiring labor, to high station and influence and attainment; and now the honored and veteran Master of the English High School at Boston. And the third is of another New England boy, who has in like manner risen in the same profession, W. H. WELLS, now School Superintendent of the city of Chicago. Each of these memoirs is accompanied with a portrait, all remarkably well executed and striking likenesses.

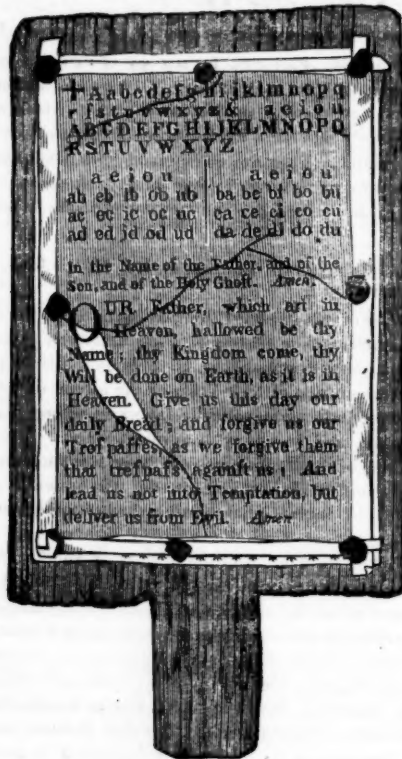
The other articles are, On the History of Education in Germany; German Primary Instruction: Prussian School System; Cowper's Tirocinium, or a Review of Schools; Bavarian School System; Boston Benefactions; Agricultural Education in Europe; Belgium School System; Holland School System; School Discipline; Instruction in Singing; Polytechnic Schools; Teachers' Institutes; School Architecture.

We shall take this opportunity to refer briefly also, to the previous (March) number of Mr. Barnard's Journal.

Another article furnishes many interesting facts and anecdotes respecting those "most English of English institutions," the great endowed grammar-schools, Winchester, Eton, Christ's Hospital, Rugby, Harrow, &c., of England. This article is illustrated by five engravings, of interiors, buildings, &c.

The biographical department contains memoirs, with portraits, of Charles S. Hovey, first Principal of the Illinois Normal School; of Josiah Holbrook, of Derby, in this State, the most ardent and disinterested laborer for common schools, natural science, and popular information; and Nathan Guilford, more than any other man the originator of the common school system of Ohio.

The miscellaneous article, besides various information as to institutions, &c., contains a curious account of that antique invention for primary schools, the *Hornbook*, of which, by the publisher's permission, we give the following cut:



Shenstone, in the "Schoolmistress," thus refers to the Hornbook:

"Lo: now with state she utters her command:
Eftsoons the urchins to their tasks repair;
Their books of stature small they take in hand,
Which with pallucid horn secured are,
To save from finger wet the letters fair."